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ABSTRACT

Intended as a guide for students, this booklet gives current information on types of careers, the availability of jobs, and the academic training and skills associated with particular jobs in political science. Students are given a brief overview of some of the career choices that have appealed to those who have majored in political science. Several careers are described, and suggestions about useful skills for each are given, as well as indications about job market projections over a span of several years. Sections cover selected careers in law, the federal government, state and local government, interest groups and associations, international organizations, business, journalism, pre-collegiate education, and political science itself (primarily academic). A final section briefly discusses the uses of political science training at the a vocational level. (AS)

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CAREERS
and the study of
POLITICAL SCIENCE

a guide for undergraduates

mary hoeurzan, editor

4th edition

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Careers and the Study of Political Science: A Guide for Undergraduates

Fourth Edition

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Editor

American Political Science Association
1527 New Hampshire Avenue, N.W.
Washington, D.C. 20036

This monograph has been commissioned by the Departmental Services Committee. It has been reviewed by the Committee members and other qualified persons. While the monograph is published under the auspices of the Departmental Services Program, the views expressed are those of the author and not of the Committee or of the American Political Science Association.

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Preface to Fourth Edition

Careers and the Study of Political Science: A Guide for Undergraduates continues to be widely used in high schools, colleges and universities. Over 200,000 copies of the first three editions were distributed. The booklet gives students current and realistic information on types of careers, the availability of jobs and the academic training and skills associated with particular jobs.

Encouragement to revise and update the booklet was given by members of the Committee on Departmental Services, 1984-1985:

Charles Cnudde, Chairperson
University of Texas, Austin

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Betty Nesvold
San Diego State University

Susan Welch
University of Nebraska

The artwork in the booklet, the cover and the cartoons, are by Charles S. Snyder.

We hope this fourth edition of *Careers and the Study of Political Science* will be a useful guide to students in their selections of courses, professional education and strategies for embarking upon careers.

Thomas E. Mann
Executive Director
June 1985

Foreword

Choosing a career is the result of a long process. It involves several distinct steps. First you must analyze yourself as completely and honestly as possible. Second, you must learn the basic characteristics of as many different careers as you can. Third, you must attempt to gauge the employment needs of our society. From all of this information, some realistic career options should present themselves to you.

Analyzing Yourself

Before anyone can make an intelligent career choice several sets of questions have to be raised. One series of questions deals with a person's aptitudes and abilities. You must ask yourself:

- What would be my greatest assets to an employer?
- Do I enjoy research? Do I write well? Do I handle statistical material easily?
- Am I skillful at organizing people? Am I good at explaining things to people?
- Am I happy working with other people? Do I work best by myself?

No less important to the process of choosing the right career for yourself is a second series of questions that relate to your preferred life style. You must ask yourself:

- What standard of living is important to me? How much money do I seek immediately and in the long run?
- Would I rather work a fixed number of hours a day, or do I prefer the indefinite hour commitment of some professions?
- Are there patterns in my family life that will affect what jobs I would consider?
- Are there geographical constraints upon the jobs I would seek?
- Do I seek social companionship from those I would meet on my job, or do I seek to separate my work and social experience?

None of these questions is easy to answer. Many persons ask themselves these questions repeatedly throughout their lives. But, no matter how tentative your answers, this is where you should begin to think about career choices.

The Nature of Careers

After you carefully examine your personal needs, you should look at the various professional fields to gain insight into the work life that is associated with each

of them. As you look at each potential profession, ask yourself questions such as:

- Is this profession designed for persons who like to work in large organizations? Is this a good profession for a "loner"?
- Is this a profession where you can control your work hours?
- Is this a good profession for those who enjoy doing research, or analyzing statistical material?
- And, *most important*, does this field interest me? Will I find the work challenging and rewarding?

When a person is able to identify his or her own interests and when there is at least a crude match between one's skills, or potential skills, and the needs of certain professions, an academic plan can be selected that will lead to a job in the career line while it is providing a good general education.

* * * * *

Finding a job is *not* as difficult as finding a compatible career! If you can determine what you would like to do, and what you have the skills to do, you can tailor your academic experience to maximize your chances for achieving the post-graduate career you desire. After all, if a career really interests you, the academic courses that lead to that career should interest you also.

This pamphlet attempts to give the undergraduate student a brief overview of some of the career choices that have appealed to those who have majored in political science in the past. It describes several careers, suggests the skills that are useful for each of them, and indicates the job market projections for each over the next several years. We hope that this format will be useful to students who are trying to organize their academic experience around some long-range career plans.

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Introduction

The Origins of Political Science

Political science is, in one sense, an ancient discipline and, in another sense, one of the most recently developed social sciences. The origins of the study of politics reach back to the beginnings of human society, for men have always made observations about the nature of their government, the personalities of their leaders, and the consequences of their government's actions.

Aristotle characterized politics as the "queen of the sciences," and in his works he classified governments according to their various structures and made predictions about how each of these differently structured governments was likely to behave. Other philosophers have shared Aristotle's political concerns. Machiavelli was an astute student of politics, as was St. Thomas Aquinas. So too were John Locke, Thomas Hobbes and Jean Jacques Rousseau.

On occasion, political theory and political practice have been joined as they were in Philadelphia in 1787. The men who wrote the American Constitution were political theoreticians of the first magnitude who endeavored to mold political theories into working political institutions.

It is also true, however, that political science as it is taught today is a very new discipline, one that has been developed primarily in the United States in the past fifty years. During this period scholars have attempted to move from observations about politics to scientific observations about politics. This movement has been marked by a widespread effort to collect data about politics and governments utilizing relatively new techniques developed by all the social sciences. Its goal has been to describe and explain political phenomena with greater accuracy. In short, political science today is constantly seeking to make itself rigorous in its standards of scholarship, more demanding in its standards of proof, and less ethnocentric in its perspective of world politics.

What Do Political Scientists Study?

Political science in the broadest sense is the study of governments and governing procedures—whether these "governments" are sovereign states, international entities, or sub-units of political systems. Thus, political science has many facets.

Political scientists are interested in the origins of and the preconditions for governments, the growth and evolution of governments, and the decline of governments. Political scientists also are interested in how governments are structured, how governments make decisions, as well as the content of the decisions, and how governments manage societal conflicts. In addition, true to their oldest academic traditions, political scientists retain their concern with the fundamental question of how governments ought to be constituted.

Political scientists usually study these broad topics through specific subfields such as:

- political parties and voting behavior
- interest groups
- bureaucracies and administrative procedures
- international politics and organization
- executive politics and legislative behavior
- courts and the administration of justice
- intergovernmental relations
- political socialization and political recruitment
- political personality
- mass movements and revolutions
- political philosophy
- community organization and urban politics
- policy studies

As with any other discipline, the scope and emphasis of academic concentration change to some degree in response to the needs of the times and the interests of its students.

Political scientists are interested not only in the growth and evolution of government but also in the rapid decline of governments.

The Value of the Study of Political Science

The study of political science has value in several different ways. The Greek word "idiot" was used to refer to one who took no interest in affairs of state. Today, no less than twenty centuries ago, it is incumbent upon all useful citizens to learn something about the political system in which they will spend their lives. Educated people ought to know something of the nature of government even if they have no professional interest in political science.

More than a minimum knowledge of the function of political systems ought to be acquired by those who expect to have jobs that will make them "representatives" of the political system itself. Thus, anyone expecting to enter a career in law enforcement, teaching, the civil service, the military, or the law has some social responsibility to obtain an education in the nature of governmental processes. This reponsibility exists if only because, by virtue of the career chosen, others will perceive that person to be a source of information about the political system and about politics in general.

Finally, there are some careers for which an extensive training in political science can be most useful. This is true especially for those planning to seek careers in higher education, the legal profession, state and local government, urban planning, the federal bureaucracy, journalism, or in any of the proliferating organizations that seek to monitor the political processes or to influence the content of public policy.

Political science, like its sister fields within the arts and sciences, should help any student develop reasoning and analytical skills and build competence in oral and written expression. In addition, many departments of political science encourage students to acquire skills in statistical analysis and computer usage. All of this training will be useful to students no matter what their ultimate career choices.

The Value of Internships

Every student interested in political science should consider the possibility of an internship sometime during the course of his or her undergraduate years. The benefits of an internship are considerable: career sampling, resume enhancement and personal growth.

Most undergraduates consider several career options before making a final—or not so final—choice. An internship can be used as a device to "test" a field as part of the process of making a rational decision about one's future. Although internships do not, as a general rule, offer students all the responsibilities associated with full-time jobs, they do not usually involve all of the pressures of a full-time assignment either. What they do offer, however, is an opportunity to get some substantive experience while observing at first hand the relationship between the content of a career and the lifestyle choices associated with it.

An internship in any field improves the perceived qualifications of a job applicant. It is seen as an indicator of serious interest; it represents an attempt

at careful career preparation. If the internship is in the field in which an application for employment is being proffered, the applicant appears to have reached his or her career choice on the basis of a real and positive experience.

Finally, an internship can be great fun. It is a change from the lifestyle of the university. It usually puts one in contact with persons of more varied age and experience levels than those found in the context of undergraduate life. It offers a taste of "real life." It may serve to confirm a suspected interest. If it does not, it may be of even greater value: it can save a student from seeking a job in an area that he or she might not enjoy.

Internships are available in almost every field discussed in this pamphlet. You will find them mentioned in relation to the federal government, state and local government, interest groups, business, journalism, and international organizations. Check the specific sections which follow for suggestions about how to apply for internships in the different areas of employment.

The Job Market

It is possible to be cautiously optimistic about the job market in the next decade. Employment in jobs requiring a college education or specialized post-secondary technical training is expected to increase significantly between 1982 and 1995 according to the U.S. Bureau of Labor Statistics. Professional and technical jobs will continue to increase at a faster rate than the total U.S. employment figures; they will account for a greater share of total employment in 1995 than in 1982.

The specific projections for those occupations which are often selected by graduates with degrees in political science are generally encouraging. The Bureau of Labor Statistics projects that employment for social scientists will grow over the 1982-95 period by somewhere between 30 and 33 percent. Openings for lawyers will increase between 33 and 37 percent; the demand for law clerks will increase between 37 and 45 percent, that for legal assistants between 88 and 102 percent. The government report projects an increase of between 26 and 31 percent for journalists; 34 to 38 percent for writers and editors.

The job outlook in teaching for the next decade is somewhat mixed. The prospects for those seeking employment in secondary education are good. It is anticipated that there will be a 35 to 40 percent growth in the number of high school teachers. On the other hand, those interested in post-secondary education may face a more restricted job market. An absolute decline is projected; the decline is variously forecast at between 13 and 17 percent.

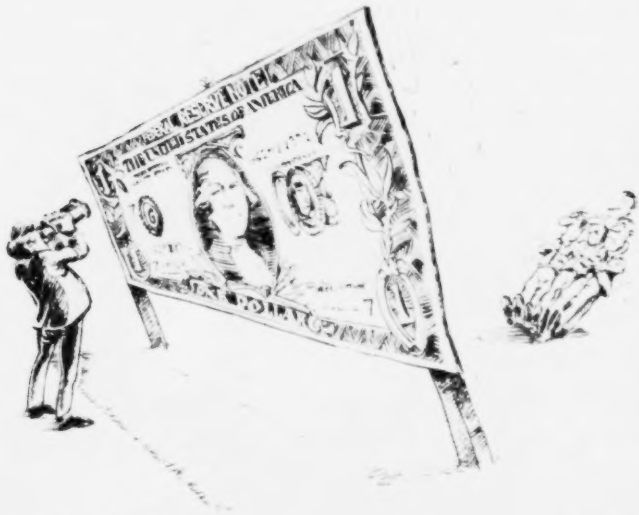
The anticipated number of positions available in business and industry seems likely to increase modestly. At the present time there is every reason to believe that overall it will become slightly easier to obtain jobs in this sector of the economy as the number of college graduates entering the job market declines each year as a percentage of the population, and the economy continues to expand.

The hiring needs of the federal, state and local governments are harder to an-

ticipate. While it has proved difficult for any politician to cut the number of state and federal workers by significant numbers, it would be unrealistic to expect vast increases in the number of government employees in the forthcoming decade. There may well be modest increases in occupational opportunities in selected agencies and branches of the government; there will no doubt be cuts and shrinking opportunities in others.

Any student who will be seeking employment in the forthcoming decade should keep the following three points in mind. First, in the evolving highly technological U.S. economy there is much to be said for mastering a fairly narrow substantive area. American society is weighted in favor of those people who can solve specific problems. The student who can demonstrate technical knowledge about any important policy area has more market potential than a more generally educated rival. In the same vein, it should also be noted that, in our society, job mobility is often related to the degree to which an individual is an expert in a given area. Thus, a specialist in environmental problems, for example, can obtain a job in the private sector, move into the federal or local government and back into the private sector as his or her career interests evolve. Those with more limited expertise are more likely to be slotted into relatively fixed career lines.

Studying intensively one subfield of an academic discipline has some immediate advantages for the college graduate that accompany its long-range career benefits. Graduate, business, and law school admission officers, as well as many business employers, report that they look more favorably upon applicants who have extensive training in specific fields than upon applicants with very



Some political scientists find careers centered on economic analysis.

broadly gauged educational backgrounds. This prejudice rests on the assumption that students with specific academic concentrations will have been educated more rigorously and that they will therefore be "more tough-minded." By extension, it is obvious that a master's degree in a given subfield is an advantage to those seeking business employment or to those seeking admission to professional schools.

The second point to be made about the contemporary job market is that a solid grounding in mathematics and statistics along with experience in computer technology increases a student's value as a prospective employee. An increasing number of college graduates are being hired each year for careers that center upon the analysis of social, political and economic data that can be or have been quantified. Computer technology makes possible complex analysis of these data. Thus, the mastery of computer utilization techniques leads to careers in the private sector or within government. To prepare for these careers political science students would do well to take courses in statistics and methods of data analysis. Many political science programs include such courses, and the faculty in political science departments can also advise students about courses in this subject offered by other departments in the college. Anyone whose professional life will extend well into the twenty-first century must be aware that more and more jobs will require computer utilization skills.

Third, anyone who seeks a good job in the next decade has a vested interest in mastering the English language, particularly in its written form. A highly industrialized complex society moves on written paper—it teaches by means of written words, it legitimizes itself by written words, it reports on itself and analyzes itself by means of written words. In this type of society an ability to write cogent, well reasoned statements is rewarded. The failure to master written English is an enormous handicap.

After all these factors are taken into consideration, a student should still check that he or she is selecting courses, internships, and programs for reasons that go beyond their marketable value. If the student's education is not personally satisfying and personally enriching, he or she will not gain long-term satisfaction from it. Psychological and intellectual enrichment are the core of an education.

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The careers that are discussed in the remainder of this pamphlet were selected because of their interest to political science students. They do not represent the total range of career opportunities, but they are the most prominent—and the most logical—options available to those with undergraduate degrees in political science. The sections deal with the law, federal service, state and local government, interest groups and associations, international organizations, business, journalism, and pre-collegiate education. There is also a section that considers political science as a career in and of itself. Finally, the pamphlet concludes with a discussion of the uses of political science training at the subcareer, or avocational, level.

Law

The Nature of the Career

Too often, laymen understand the legal profession only in narrow terms. They may be aware that a majority of all lawyers engage in private practice, alone or associated in law firms of two to several hundred lawyers. But a great many lawyers are not in private practice. Rather, they are salaried employees of corporations, labor unions, trade associations, and government. Equally important are the numerous law-trained individuals who apply their skills to other than traditional law practices. Many of these are in corporate management, public administration, or politics. Also, of course, almost all our judges and teachers of law are trained in law.

Educational Preparation for a Legal Career: Undergraduate Education

No particular course of study is a prerequisite for admission to law school. Today's law students have undergraduate degrees in political science, English, business, natural science, history, linguistics and a host of other disciplines. However, some broad recommendations about college preparation for law school may be useful.

The main guide to undergraduate study should be the student's own interests and talents. Successful study and practice of law can be based on any of a large number of college backgrounds, so the student should feel free to study hard what interests him or her most and to enjoy the stimulation of undergraduate education. Political science is one of the fields of concentration most frequently chosen by those who plan to go to law school, but it is far from the only appropriate choice.

As undergraduate courses are chosen, certain goals should be kept in mind. First, a lawyer must be able to communicate effectively in oral and written expression. In a real sense, words are the tools of the lawyer's trade. Training for communication skills obviously must include mastery of the English language. But, above all, a lawyer must be able to write well. Any course in any discipline in which a student knows that he or she will be required to commit ideas or research to writing, submit the writing to rigorous criticism by a faculty member who will take the time to criticize, and then laboriously rewrite to meet the criticism, is a course which will help prepare one for law school.

Second, the prospective law student needs a critical understanding of human institutions and values. Here, political science, economics, philosophy, sociology, and history come to mind. It should also be noted that undergraduate "law" courses should not be taken for the purpose of learning "the law," and certainly are not necessary for law school admission. Such courses may well be helpful,

however, in providing an understanding of the place of law in society, and a better basis for students to estimate their potential interest in law schools.

Third, the prospective law student must develop creative critical thinking. A lawyer must be able to reason closely from given premises and propositions to tenable conclusions. The analysis of a legal problem almost always involves more than persuasive prose based on superficial reasoning. The training to do this type of close reasoning may be sought in courses in mathematics, physical science, logic, and advanced political and economic theory among others.

Graduate study or other experience after receiving a college degree is not required for admission to law school. However, there is considerable evidence that applicants with such backgrounds, if they have excellent undergraduate records, are given preference in admissions. It is the widespread assumption that when such students enter law school, they may not necessarily receive better grades, but they are more purposeful law students, and quite possibly more broad-gauged and perceptive lawyers after graduation.

Educational Preparation for a Legal Career: Admission to a Law School

In recent years, the number of applicants has risen more rapidly than has the capacity of law schools to handle them. While this increase has leveled off, it

A lawyer is only as good as h ords.

has become harder to get into particular law schools and, indeed, to get into law school at all. Those who plan to seek a law degree will want the best possible information about what sorts of schools require what sorts of entering credentials, and about the application process in general. Each September, the Law School Admission Council and the Association of American Law Schools publish the official Pre-law Handbook, which includes useful general information about each accredited law school in the United States, with most schools giving some substantial information about their admissions criteria. The Handbook is available from college bookstores or by mail from Law School Programs, Educational Testing Service, Princeton, NJ 08540. Anyone seriously interested in studying law should read this book carefully. All college prelaw advisors have copies of it.

The two most important law school admissions criteria are the undergraduate gradepoint average and the Law School Admissions Test (LSAT) score. The LSAT is a half-day test given five times a year and designed to measure certain mental capabilities important in law study. It yields an LSAT score and a separate writing ability score and is an admission prerequisite at most American law schools. The primary official sources of information on the LSAT are the Pre-law Handbook, mentioned above, and the Law School Admission Bulletin, available free at most colleges and law schools or by mail from the Educational Testing Service. The Bulletin includes a brief description of the LSAT and a substantial number of LSAT sample questions, in addition to registration instructions and material. The Handbook contains a complete sample LSAT with some explanatory test.

The LSAT is a general test measuring the student's ability to do certain kinds of reasoning and certain kinds of writing. There is no specific curriculum that will lead in and of itself to high LSAT scores. There is some evidence, however, that the students who have some knowledge of mathematics and economics score better on the LSAT than students who are unfamiliar with these fields.

Most law school admissions authorities, while placing substantial weight on college grades and LSAT scores, are interested in other factors as well. The quality of an applicant's college or university, the trend of grades, and the amount of outside work or extracurricular activities undertaken while in college may make for greater understanding of the bare numerical record. In addition, other factors not necessarily related to academic performance may be important to admissions authorities. It may be important that the applicant is a state resident, a member of a minority or disadvantaged group that ought to be better represented in law school and the profession, or has an interesting background of graduate study or nonacademic experience. Letters of recommendation and an applicant's statement about his or her purpose for entering law school may also be important.

Placement departments and career advising offices in undergraduate colleges may be helpful in providing information to those who want to go to law school, but at most colleges the initiative in applying and in preparing an application and supporting papers rests on the individual applicant. The time to start thinking seriously about law school is as a college freshman—when the first steps are taken toward building a distinguished academic record.

The Legal Job Market

The expanding population of the United States and the increasing complexity of government and business have combined to create a strong demand for law school graduates ever since the late 1950s. Despite relatively steady annual growth in the number of law graduates during the 1960s and 1970s, the demand has stayed somewhat ahead of the supply. Occupational growth projections into the next decade continue to show a healthy growth in number of attorneys likely to enter the work force. Moreover, increasing numbers of persons with legal training now enter the business community, journalism, and other professions.

Legal Assistants

Many large law firms now employ substantial numbers of persons as "legal assistants" or "paralegals." Legal assistants function as aides to lawyers researching legal matters, assisting in document searches, following legislative hearings and so forth. In some instances legal assistants specialize in one particular area of legal activity; in others they take on differing responsibility on a case-by-case basis.

Certain college graduates with an interest in the law will find these jobs attractive. Legal assistants usually take a six-month post-graduate training program, but they are not required to have law degrees. Unlike law associates, legal assistants usually work fixed hours. Salaries compare favorably with other starting salaries for those holding undergraduate degrees. It should also be noted that some persons choose jobs as paralegals in order to sample the field of law, leaving open the option of going on to law school at a later date.

The Federal Government

The Nature of the Career

The federal governmental structure is so large and varied that it is impossible to catalog briefly the types of job opportunities available. A federal government job can be almost anything: a teacher of government in an overseas school for U.S. military or diplomatic children; a junior intelligence specialist in the CIA; a physicist at the National Bureau of Standards; or a program analyst in the Environmental Protection Agency. It may also be as a junior aide on the staff of a Congressional committee or in the office of a member of Congress.

The political science graduate may find a federal job in nearly any agency or branch of the U.S. government. The location and nature of the job may depend on a number of random factors; the state of the federal employment market at the time of application; the particular vacancies for which the applicant's name is referred by the U.S. Office of Personnel Management or a department personnel office; and the extent of the contacts and personal acquaintance of the applicant within the federal government.

Some federal agencies—the U.S. Office of Personnel Management will usually know which ones at any given time—run systematic intern or trainee programs for classes of new junior employees. These programs rotate the trainees throughout the agency for six months or a year so as to offer a full perspective of the agency's operations and to provide the trainee with an opportunity to make an informed job preference at the end of the training period.

Most junior employees within the federal system will go into a job in one corner of the employing agency where they will serve an apprenticeship term. They may stay and rise in status in those original jobs as opportunities develop, or they may look for other offices in the government if they do not like their first placement or if they find other opportunities that look more attractive.

Educational Preparation for Federal Employment

The college student who chooses an undergraduate major with the thought of eventual employment with the U.S. government should realize that political science is no better as a marketable education, and no worse, than any number of other majors which might be chosen. The federal government employs people in every conceivable occupation and with every possible variety of educational background. For graduates in the social sciences or the humanities, selection is likely to pivot, not on subject knowledge, but on such indicators as motivation and potential for future development as government employees. The government will expect its new junior professional to learn—mainly by osmosis, partly by future training—the specific knowledge and information required to fulfill the particular job assignment. It does not usually expect that employee to enter

the government with a wide range of information about the specific job being undertaken.

The government-bound political science student should know, however, that substantial skills in mathematics and statistics will provide a considerable boost in seeking employment. Also, there will be advantage for the prospective government employee in any college work which will improve mastery of written and oral communication.

Undergraduate education is more than preparation for obtaining a job; it is also preparation for performing the job in a way that is satisfying to both the employer and the employee. It is in this regard that an undergraduate education in political science can be most useful to a federal government employee; it can be invaluable both in terms of the acquisition of specific skills and in terms of the insight it may give the employee into the overall political structure and environment in which he or she must operate. Thus, anyone who is interested in working for the federal government would benefit from courses in the executive process, in the nature of bureaucratic operation and budgetary analysis, in the policymaking process and in the organization of government. Similarly, courses in law and the courts, in congressional behavior, and in interest or pressure group activity will have value over the long course of a professional career even if they have no specific value to the government recruiter. An individual's satisfaction with any job is increased by an ability to perceive and understand the larger political configuration in which he or she operates.

Some students may be interested in obtaining an advanced degree before seeking employment with the federal government. If a student wishes to pursue this course, he or she should be aware that advanced degrees in public policy are of more value in gaining employment in the federal government than are the more

The EPA is one of the many governmental agencies that provide federal jobs for political scientists.

traditional subfields of post-graduate study in academic political science. There are graduate schools of public policy and institutes of public policy and public administration attached to many American universities. Most of these schools operate internship programs in the government in order to provide in-service experience to the graduate student.

The Federal Government Job Market

The federal government is the nation's largest employer. Directly or indirectly it employs nearly 13 million persons. The growth rate for the federal bureaucracy, however, has slowed considerably in the last few years, and it is reasonable to assume that this trend will continue indefinitely. The sheer size of the federal government and the tremendous numbers of persons necessary to staff its agencies and departments means that great numbers of persons will still be hired every year. Unfortunately, however, the jobs that are particularly attractive to, and best suited for, those with social science backgrounds will probably be in the shortest supply in the next decade.

The number of job hires by Congress remains fairly steady, rising slowly over time. These jobs, as indicated above, are not easy to obtain. But political science majors with a real interest in this type of work should not be discouraged from making an attempt to gain these positions. Unlike most jobs in the federal bureaucracy, a good education in political science is usually an asset for those seeking employment with Congress.

The Mechanics of Job Placement

Executive Branch

There are five basic entry points to the federal government's executive branch: the civil service, the intelligence community, the military, the foreign service and patronage. Many persons are hired in the first three categories; in the latter two, few are hired. The entrance examination for the Foreign Service is very competitive, and the number of openings in any given year is small. Information about the examination and Foreign Service selection procedures can be obtained from the Department of State. Patronage jobs are rarely at the entry level. It would be unwise to base career decisions on the unlikely possibility that a patronage job would be obtainable.

In the civil service, federal government jobs are classified by "grades." In general, the higher the grade, the greater the number of prerequisities that are required in terms of work experience, education, or technical training. Those graduating from college with a BA degree, or its equivalent, are usually eligible for jobs in grades 5 and 7. Those with professional degrees would generally be eligible for jobs in grades 9 through 15, "Mid-level" positions.

The federal Office of Personnel Management (OPM) is the agency to contact about jobs in the civil service. The OPM has branch offices throughout the coun-

try: Federal Job Information Centers. At any given time OPM has a complete listing of all job openings in the federal government. Job Information Specialists can advise potential applicants of the types of positions that are currently available, and provide application forms. For competitive positions that do not require a written examination, an application is sufficient. OPM examiners assign grade levels based on the applicants' experience, education and training and place their names on a list. As vacancies occur, OPM forwards the names of the most qualified candidates to the appropriate agency. When the job is filled—usually by one of the top three candidates—the list is returned to OPM.

The most difficult part of the application process to the civil service may be making a judgment about which jobs suit the student's skills, interests and expectations. If one is uncertain about what type of government work one is interested in, consult the most recent issue of the *U.S. Government Manual*, published by the U.S. Government Printing Office and available in most libraries. It describes the functions of the federal government's departments, agencies and offices. Adding to the applicant's difficulties, however, is the fact that not only is there a plethora of governmental units, there is a corresponding plethora of governmental job titles. And it is not always clear from a job title exactly what a job entails. What is the difference between a researcher, analyst, special assistant, coordinator, advisor, writer/editor, or "specialist"? The best rule to follow in deciding whether or not to apply for a given job is to apply for everything one is remotely interested in, unless, of course, the job is clearly beyond one's competence. Let the agency do the screening. Acceptance of any job offer will still be at the applicant's discretion.

The intelligence community hires a large number of young persons every year. Most of these persons become analysts working at desks in Washington and elsewhere. The Central Intelligence Agency operates its own selection system; information can be obtained directly from the Agency. The Federal Bureau of Investigation and the National Security Agency also have their own selection procedures. Those interested in applying for such jobs should contact these agencies directly.

The United States military hires thousands of young men and women every year at the executive level. Those with undergraduate degrees should be eligible for consideration for Officer Candidate Schools. A description of these career possibilities can be obtained from an army, navy or air force recruiter, or from campus ROTC officers.

Congressional Branch

Thousands of persons are employed on Capitol Hill, working as staff for individual Members of Congress or for congressional committees. Others are employed by the auxiliary offices of the Congress, and in its research support agencies such as the Congressional Budget Office, the Government Accounting Office and the Congressional Research Service. For the auxiliary and research support agencies regular job openings are posted and a set procedure is followed in filling the positions; the details of these processes can be obtained directly from each office and agency. But almost all of these jobs are for subject-

matter experts and highly specialized technicians. It would be unusual for a person with an undergraduate degree alone to be considered for these positions.

By contrast, political factors are a major consideration in the hiring of committee and personal staff. Members prefer to hire from their own states and districts, from their campaign staff, and from among those suggested by their friends and contributors. Most Members prefer applicants who profess to be of the same political party and who would be comfortable with the substantive positions taken by the Member. An undergraduate who thinks that he or she may be interested in working on the Hill should try to obtain an internship position sometime during his or her undergraduate years with a congressional staff in Washington, or in a local district. Alternatively, volunteer positions on the Member's local campaign staff should be sought by those with a serious wish to learn about employment opportunities in that Member's offices or on the Member's committee staff. Developing personal contacts is almost a necessity for finding permanent employment with the Congress.

State and Local Government

The Nature of the Career

State and local governments today perform functions in almost every area that impacts upon the lives of their citizens. The states have taken increased responsibility in equal opportunity, consumer protection, highway safety, water pollution, soil conservation, the rehabilitation of addicts, industrial development and manpower training, licensing, and transportation. The administrative offices of the executive branch of state governments grew throughout the sixties and seventies. The staffs of state legislatures grew proportionately.

Most of the new positions that were created at the state government level were civil service positions; there was a relative decrease in patronage appointments. The increased "professionalization" of the state governments made jobs in this area more attractive to college graduates.

Counties, cities, boroughs, and townships have shown a parallel growth both in the scope of their responsibilities and in the size of their work force. Solving local housing, zoning, public safety, welfare, and traffic control problems challenges most local jurisdictions. The technical nature of many of these problems has led to the growth of staffs in even relatively small towns and cities. And these staff positions are often those for which political science graduates are well qualified.

Consumer protection is provided by an increasing number of state and local governments.

Educational Preparation for a Career in State and Local Government

It is very difficult to generalize about the relationship of specific courses to specific jobs in the state and local government sector. No one interested in a career in state and local government could fail to benefit from courses in state and local government itself, and in urban politics, American intergovernmental relations and public administration. Beyond this it is obvious that some courses enhance a student's background for specific jobs. Thus, the student with some background in accounting may have an advantage in attempting to become a budget analyst, and the student with an interest in environmental policy may present a stronger application if his or her transcript indicates that numerous courses in the physical and life sciences have been successfully completed.

It should be noted once again in this context that we live in a society where the ability to handle quantifiable data is increasingly important, no matter what the job. Most departments of political science offer at the undergraduate level at least one or two courses which allow a student to become familiar with the use of statistics and introduce the student to computer programming. The student who shies away from these courses on grounds that he "does not like math" is likely to be at a competitive disadvantage over the long run.

Undergraduates planning to seek careers in state and local government should also consider seriously the possibility of obtaining a master's degree in a policy studies area. These master's programs, usually interdepartmental in nature, seek to train students in specific fields of public concerns such as housing, economic development, and environmental protection. A master's degree is extremely valuable in the state and local government marketplace, and aids in the quest for good jobs in governmental service.

The State and Local Government Job Market

In 1982, for the first time since before World War II, the work forces of the state and local governments shrank. The decline was very uniform; it occurred in 37 states as a result of a wave of austerity, some of it the product of "tax payer revolts." The decline continued in 1983. While the absolute decline of state and local government employees is expected to level off, no burst of new hiring is expected to rapidly expand these figures either.

Millions of persons are on the nonfederal public payroll. The ratio of these government workers to residents of the United States is 468 per 10,000. Within these figures there is considerable local variation. Alaska, for example, has 820 nonfederal public employees per 10,000 persons; Pennsylvania has 386. New York and California employ about one million nonfederal public employees each; Vermont, New Hampshire, and South Dakota employ less than 100,000 combined.

As a general rule, the job market for state and local government is better in the south, southwest and west, the expanding sunbelt. It is most difficult to obtain state and local government jobs in the older industrial northeastern sec-

tion of the country. It is always the case, of course, that being a resident of the state and/or local community improves the chances of any job applicant.

The Mechanics of Job Placement

Students should consult the career office on their campus for the variety of brochures published by their state's civil service commission. Many of these commissions actively recruit, and students can often meet with experienced representatives of these agencies on campus and seek answers to a wide range of questions. In addition, a trip to the state capital to meet with personnel of the civil service commission may be both feasible and worthwhile. Thus, some states may recruit on the basis of a general aptitude test, plus the requirement of a bachelor's degree. Other states will emphasize specific examinations for specific agencies. The general rule is that the more technical the job, the greater the likelihood of a special examination. Specific prerequisites can be obtained by consulting the civil service personnel of the state.

Students interested in working for members of the state legislature, or for the support services of the state legislature, should probably begin by consulting with members of their own delegations. Staff size varies greatly state by state. And, in any case, personal contacts are usually very important in obtaining legislative staff positions.

The problem of obtaining a job at the local level does not lend itself to simple maxims. Larger cities have mayors who must employ some generalists, persons who have the same talents and political sensitivities as do the staffs of legislative leaders. A college degree in political science is undoubtedly helpful, but a demonstrated zeal for understanding the political and governmental problems of the mayor has traditionally proved to be an even better qualification. Over the long run, however, the trend in local government is to narrow the range of these appointees and to increase the number and power of officials chosen on the basis of merit. As this trend continues, local government jobs should become increasingly available as well as increasingly attractive to college graduates.

Interest Groups and Associations

Associations are alliances of individuals with one or more common interests. Interest groups are recognized powers in the United States; they function to transmit the demands of organized persons into the decision-making centers of the political system.

There has been an explosion of interest group activity since 1960. The growth has been particularly evident among public interest groups, both those with broad-based memberships and wide-ranging issue concerns—such as Common Cause—and those with narrower memberships and concerns—the handicapped as one example. Growth has also been impressive among professional associations representing individuals working in specific occupations. There are now more than 14,000 associations incorporated in the United States, 30 percent of which are in the greater Washington, D.C., metropolitan area, 17 percent in Chicago, 16 percent in New York, and the rest scattered throughout the nation.

People who understand and know about decision making are available to public and private interest groups!

Although some small associations may have little interaction with the government, the vast majority of associations have extensive contacts with it. Ninety percent have at least one staff person who is responsible for protecting and promoting the association's interests before national, state, or local legislative and regulatory bodies. In the larger associations it is common to find governmental affairs departments with staffs ranging in size from three to fifteen or more, depending on factors such as the number of members belonging to the association, its annual budget, and the diversity of public issues with which it wishes to be involved.

The educational and experiential background of the professional governmental affairs staffs of interest groups varies greatly. Social science and liberal arts backgrounds are common, especially among education, health, and other human-service-related associations. Since most of the persons who are employed collect and analyze data before it is relayed to governmental agents and agencies, students wishing to be considered for jobs in this sector should be able to demonstrate knowledge of the policy process: the structure and function of governmental agencies, congressional behavior, and political culture. An internship with an executive agency or congressional office would make the applicant's resume attractive to most associations.

Information about permanent positions, or internship positions, with private associations may be obtained by writing directly to the organization in Washington, or in the state capital. Other major sources for job listings are: U.S. Chamber of Commerce, Manager, Association Division, Chamber of Commerce of the U.S., 1615 H Street NW, Washington, DC 20062; Association Trends Jobseeker, 4948 St. Elmo Avenue, Bethesda, MD 20814. A listing of public interest groups and their addresses can be obtained from Common Cause, 2030 M Street NW, Washington, DC 20036.

International Organizations

The Nature of the Career

In recent years the opportunities, and the demand, for qualified men and women with an interest in international business, banking, or overseas voluntary agencies have grown enormously. The range of the careers available within these international organizations is very great. Persons of many different educational backgrounds are often attracted to the international area.

Private nonprofit organizations operate internationally in every area from health, education and social service to cattle raising, cultural affairs and community development. The private nonprofit organizations, which are funded by individual donors, foundations, corporations, government agencies, and income from programs and publications offer a variety of opportunities, both paid and unpaid, for the specialist and the nonspecialist. Jobs run the gamut from management and finance, to writing and community organization. Examples of large private nonprofit organizations include, but are not limited to: The Academy for Educational Development, the AFL-CIO, the American Field Service, the American Friends Service Committee, CARE, Catholic Relief Services, East-West Center, Experiment in International Living, Save the Children Federation, Sierra Club, US Committee for UNICEF, and Youth for Understanding.

International business, banking and finance offer a great diversity of opportunities to those with undergraduate and graduate degrees. There are positions for those with the most specialized backgrounds, and openings for generalists. Indeed, lack of experience is not necessarily a drawback. Some corporations and many banks prefer to do their own training.

Educational Preparation for a Career in International Organizations

A liberal arts education is still the single best preparation for many international jobs. Not a few jobs in this highly competitive market, however, do go to candidates with graduate degrees. Graduate degrees are particularly useful in international studies with specializations in such subjects as economic development, comparative governments, regional studies and political analysis. Those trained as engineers, computer scientists, and in business administration are also in high demand. In addition the knowledge of a foreign language is usually a "must" for most overseas jobs, an advantage for obtaining U.S.-based jobs with international organizations.

The resume of a person seeking an entry level job in an international organization will be strengthened by a good internship in this field. It is important to choose an internship with the same care and discrimination one would use in choosing full-time employment. Ideally, the internship should allow a person

to explore the area of his or her interest while gaining some specialized experience. In addition to organizational internships there are some experiences that are analogous to internships and which can serve as substitutes for them such as:

- Participation in organizations such as Common Cause, New Directions, The League of Women Voters or the Foreign Policy Association's annual Great Decisions program;
- The Peace Corps and a number of religious groups provide opportunities for qualified persons to live and work abroad;
- Exchange programs, often run through educational institutions, offer opportunities to gain experience abroad;
- The YMCA sponsors a program that allows college students and others to serve as camp counselors in Africa, Asia, Europe, Latin America, the Middle East and the USSR;
- Study-abroad programs can lay a good foundation for future international careers, especially if they aid in the development of language skills.

The Job Market in International Organizations

At the present time in excess of 65,000 U.S. nationals are employed in international organizations. Thousands of others are employed by the U.S. government through the Agency for International Development, ACTION/Peace Corps, Central Intelligence Agency, Department of Agriculture, Department of State, Department of Commerce, U.S. Information Agency, International Trade Commission, and other agencies. U.S. industry, banks and financing institutions employ many more. The number of persons employed in this sector of the economy has been growing steadily over the last decades, although the growth rates vary considerably. It is reasonable to expect that in the next decade this trend will continue. Persons willing to make the commitment to learn or to be trained in the special skills necessary for these careers can be reasonably optimistic about their prospects for finding career placements.

The Mechanics of Job Placement

Because of the range of private nonprofit organizations, international business, banking and financial institutions, international organizations and governmental agencies, it is difficult to make generalizations about the job placement process. Most of the private organizations must be contacted directly. *A Guide to Careers in World Affairs*, published by the Foreign Policy Association, 205 Lexington Avenue, New York, NY 10016 contains a useful list of all of these organizations and agencies, their addresses, and general descriptions of the types of job openings in each.

Business

The Nature of the Career

A large number of political science graduates—some studies suggest nearly one-third—have traditionally found employment in the business sector of the economy. Many young men and women have chosen careers in the fields of marketing, personnel, advertising, public relations, banking and finance. Others have obtained management training positions with public and private corporations. Business firms in the United States and abroad will continue to hire many young social scientists. The number of available positions should not decrease, and their range may increase slightly as new opportunities open up for people skilled in policy analysis and consumer affairs.

The dominant feature of American business today is bigness. The American corporation—and the American advertising agency or marketing organization—is usually a bureaucracy and has the virtues and defects of this organizational format. From the point of view of the college graduate it is a considerable virtue that employment and advancement are based on achievement criteria. It is also an advantage that the organization usually encompasses a wide range of activities and is therefore able to provide an individual with exposure to a number of different types of job opportunities. It is an advantage to social science students in particular that many business enterprises are so sizeable that they are interested in hiring bright students with rather general educations and taking on the task of providing on-the-job training themselves.

Educational Preparation for a Career in Business

A political science graduate seeking a career in business must realize that he or she will be competing with a very large number of college graduates with diversified undergraduate educations. The student should, therefore, take some steps to insure that he or she will not be disadvantaged in the job market. First, all graduates interested in business careers should be certain that they can communicate easily in written English. Second, it is important that the graduate have some familiarity with mathematical concepts; at the least it is important to be able to analyze elementary statistical data and to be able to read a balance sheet. Beyond these fundamental steps there are several ways to plan an undergraduate education so that it leads into a satisfying business career.

- A student can plan an undergraduate degree in political science with the goal of being accepted by a graduate school of business. Those with graduate degrees (MBAs) in management, for example, are in demand even when there is a somewhat restricted job market. An undergraduate degree in political science, particularly when it is bolstered by minors, or

concentrations, in economics (micro and macro), and by courses in calculus, accounting, statistics and/or computer science, is quite acceptable to professional business schools. The best source of information on MBA programs in business administration is "Graduate Studies in Management," published by the Graduate Business Admissions Council, Educational Testing Service, Princeton, NJ 08540.

- A student can plan an undergraduate degree in political science around the concept of becoming a mini-expert in the interrelationship between government and business. Since all American businesses have extensive contacts with the government on local, state and national levels, the student may benefit from courses in governmental organizations, public administration, public finance, decision making, organizational behavior and the process by which political decisions are made about economic policy. An intelligent adjunct to an academic program of this type would be an internship either in some aspect of governmental service or with a public or private interest group such as those described elsewhere in this pamphlet.
- Some students may be interested in specializing in a particular aspect of business, and they may therefore wish to specialize in a specific field such as environmental protection, statistical analysis or consumer affairs. Anyone interested in going this route ought to seriously consider obtaining a master's degree in the policy area of his or her interest.

By choosing any one of these alternatives a political science undergraduate can move to transform the competitive disadvantage of a social science education into a competitive advantage in the business job market.

One career opportunity is the study of business and governmental interactions.

The Job Market

The job market in the business community is as good as the state of the American economy. Hiring patterns fluctuate as business organizations expand and contract. In general, however, the U.S. Department of Labor projects that there will be good opportunities in segments of the economy associated with health-related products, in computer-related industries, and in the food and service industries. The traditional industrial segments of the economy have been severely affected in the recent recessions, and they are expected to continue in a downward direction—hiring very few management trainees—for the foreseeable future.

The Mechanics of Job Placement

Hundreds of thousands of students are interviewed every year by American businesses on their college campuses. The job placement office of each college and university is the best source of information concerning the specific hiring patterns and the specific hiring procedures of these various private entities. Early contact with the placement office will provide the student with the best analysis of the job placement situation.

Journalism

The Nature of the Career

Today's "global village" has an insatiable appetite for news. Every aspect of human behavior, social, political and economic, is a potential reportorial subject. What is reported defines the environment of large masses of people, and the way journalists analyze what they report shapes our understanding of our world. A modern journalist has a challenging job and an awesome responsibility.

Educational Preparation for Careers in Journalism

The basis of good reporting lies in the ability to write, the ability to comprehend the significance of events, and the ability to translate that comprehension quickly and with clarity into written words. The ability to write appears to be somewhat intuitive, although there is no question but that the basics of good writing are teachable and good training can improve anyone's writing. The ability to translate rapidly a mind's eye picture of what has happened into written words is a learned skill. Thus, the goals of a student interested in journalism are rather clearly defined.

A background in political science is a prerequisite for effective journalism.

Writing must be learned through practice. This practice can come through basic courses in the English department, basic reporting courses offered by journalism departments and in a variety of courses provided by other departments throughout the university that stress written work. Understanding American society requires a broad liberal arts education with an emphasis on courses in political science, history, economics, sociology, English and American studies. Within the field of political science, a person interested in journalism might particularly focus on courses in state and local government, public administration, public finance, party politics, comparative governments and international politics.

No one seriously interested in a career in journalism should overlook the opportunities for practical experience offered by college newspapers; they have been a training ground for many successful journalists. Similarly, many campuses are covered for local daily newspapers not by regular staff members, but by student "stringers," who are paid by the story published or assignment handled. For a student-reporter seeking a quick and realistic education in newspaper writing, working on such a part-time basis with professional newsmen is an excellent opportunity as well as a good source of income.

The student seeking a job in broadcast journalism will need to focus his or her education in the same way as those interested in written reporting. In addition, those interested in broadcast journalism should learn how to operate some radio and television equipment since stations may ask journalists to be able to do their own audio or visual recording. Most universities offer courses that will teach these technologies.

The Job Market

The job market in journalism today is very tight and highly competitive. There is little expansion at the present time in either newspapers or in the news facilities of radio and television stations. This fact, along with the increasing number of journalism school graduates, makes the task of finding a first job placement difficult.

Within the profession of journalism, however, there continues to be considerable opportunity for movement and for rapid career advancement. Thus, there is little disadvantage in beginning a career with a small or moderate-sized station or newspaper in a small or middle-sized community since they provide good experience and excellent opportunities for advancement.

The Mechanics of Job Placement

Finding a job in the field of journalism is often a matter of ingenuity and persistence. State press associations and journalism departments can and do provide assistance in placing college graduates in the profession. It is sometimes equally effective to seek employment personally by appearing at the publica-

tion's offices to seek an interview. But, two good suggestions may be made. First, it is often wise to seek first employment in small and medium-sized cities. On smaller newspapers and radio and television stations, every employee is expected to do almost every job; and every employee is given almost every type of opportunity. Thus, smaller news organizations are excellent training grounds.

A second suggestion is that a student interested in journalism should try, if possible, to spend a summer working as an intern on any newspaper—i.e., a county weekly or city daily. These three-month stints, which pay far less than many summer jobs, are educationally and professionally rewarding. In turn, these summer internships are often the best means for obtaining eventual first employment with that newspaper. Information about such programs is generally available from campus journalism departments and state press associations.

Pre-Collegiate Education

The Nature of the Career

Political science is a firmly established academic discipline in both the undergraduate and the graduate curricula of most American colleges and universities. At both levels, individuals can make solid professional commitments in political science and pursue interesting career lines. This is not the case at the pre-collegiate level. In elementary and secondary schools, political science shares its place in the curriculum with a wide variety of courses in social studies—e.g., history, geography, sociology, and economics. Social studies professionals tend to have multi-disciplinary backgrounds. Where general education is the goal, there is often too little room in the social studies curriculum for a political science emphasis.

These comments are not intended to foreclose consideration of a possible career for political science students interested in pre-collegiate education. Undergraduates who have particular interests in, and commitments to, political science can, with careful planning, find and pursue careers which make use of their training. If they wish to teach, there are opportunities to use political science knowledge in government and history courses. If they desire to become school administrators at the local or district level, political science training can be profitably applied to basic problem-solving situations. Along still different lines, a political science background can be useful for those who want to develop curriculum materials for students. However, it should be recognized that there are no clear "niches" for political scientists in any of these careers.

Consequently, successful preparation for careers in pre-collegiate education requires multi-disciplinary training and flexibility in pursuit of job opportunities. Three potential careers will be discussed below in terms of the type of preparation that can be useful for students, market conditions that govern placement, and ways in which students can find available employment opportunities. None of these statements made below offer clear-cut guidelines for success. The market in this job sector is both restrictive and nebulous and career opportunities are always changing. Yet, there are some pitfalls that can be avoided and opportunities that can become more readily available if certain combinations of skills are built into a political science student's educational program.

Career in Teaching

An undergraduate interested in pursuing a career in political science teaching at the pre-collegiate level would do well to take courses in several disciplines. Political science and American or world history would be useful areas of concentration because most social studies programs emphasize these particular subject areas. Most "government" courses at the secondary level focus on

American government; therefore, training that deals with the national, state, and local levels of this country's governmental structure would be valuable in preparing for this type of teaching career. The course mix can be made even more useful for those students who take "problem solving" courses that emphasize major political and social issues such as minority relations, foreign policy and urban development and discuss the types of solutions that have been tried in the past for dealing with these problems.

Most of the necessary training for teaching government can be gained from taking substantive courses. However, with new trends in instruction which include an emphasis on independent projects and inquiry methods, it would also be advisable for the future social science teacher to take some methods courses in political science. In addition, general political inquiry courses, as well as those that prepare individuals in the uses of simulation, surveys and interview techniques could prove useful to the teacher interested in preparing innovative and stimulating courses in pre-collegiate classrooms.

This type of social science subject matter and methods training is important, but only when certain other requirements are also met. Teaching at the pre-collegiate level normally requires certification. This means that undergraduates with political science specializations must take several basic education courses in order to qualify for teaching positions. For those desiring to postpone education courses until a BA degree has been completed, still another route can be found in continuing education courses or in MAT (Masters of Arts in Teaching) programs.

The market for social studies teachers is marked by a relatively limited demand. Only about 50 percent of the trained social studies teachers find placement in elementary and secondary schools. Admittedly, those who are willing to teach in less ideal environments can find jobs, so long as they are willing to shift geographic environs—e.g., from suburban areas to urban poverty areas and from urban areas to small towns and rural areas.

Career in Educational Administration

Market conditions for educational administrators appear more favorable than for teachers, but the career requirements are also more extensive. The days when administrators came up from the ranks of teachers are over. People are now receiving a considerable amount of specialized training in order to obtain positions as principals or district curriculum coordinators. While political science backgrounds may be somewhat more relevant than others for these careers, the emphasis is clearly on advanced training in educational administration.

Most schools require both a bachelor's and a master's degree as preparation for a career in school administration. These degrees can be in any field of specialization, and clearly most administrators can benefit from taking courses in public administration and American government courses in political science. It would also serve an undergraduate well to take courses in other disciplines that could be useful for understanding the culture and climate of schools as

well as the interpersonal aspects of school administration. Aside from these degree requirements, most school administrators must also be certified. In order to gain certification, a potential school administrator usually must have at least three years teaching or supervisory experience in schools and a specialist degree in school administration. Without these credentials, it is exceedingly difficult to obtain positions as school administrators either at the local or district level.

Curriculum Development

Curriculum development is a fledgling area for career opportunities, but is certainly worth noting for those students interested in writing political science materials to be used in elementary and secondary education. Again, as with teachers, the best subject area specialization for this purpose within political science is American government. Related field specializations in law and history are also useful. In addition, because curriculum development involves knowing something about student learning and good writing, socialization courses as well as education, psychology and journalism courses are useful preparation for this career line.

There are few "certification" requirements for curriculum developers. Most have advanced degrees of some kind in a subject area or in social studies education. Teaching experience at the elementary and/or secondary level is also considered useful. But the key criteria continue to be creative writing ability, sensitivity to students' concerns and learning processes, and basic training in some subject area or areas which permit flexibility and transfer across a wide range of social studies topics.

The market for good curriculum developers is not well defined. Generally, social studies graduate programs probably provide the best placement mechanisms. Target groups for curriculum developers seeking jobs are various and range from regional laboratories, adult education centers, and publishing firms to free lance opportunities. There are no real "positions" in the field, except in approximately a half dozen selected development centers across the country.

Political Science as a Career

The Nature of the Career

For those who wish to pursue a career in political science itself, most of the available jobs will continue to be, as they are today, in the colleges and universities. An advanced degree in political science is virtually a prerequisite for any of these positions. Other job opportunities that are available for professional political scientists also require advanced degrees in almost every instance. These career openings may be found in professional research organizations, survey research institutes, and foreign affairs research organizations that operate either privately or under the sponsorship of the government. Additionally, there are some opportunities for political scientists on the staffs of committees of Congress and the state legislatures and within a variety of governmental agencies.

Educational Preparation for a Political Science Career: Undergraduate Education

Traditionally, graduate schools of political science required, or at least strongly preferred, undergraduate majors in political science. This situation has changed somewhat today; many graduate schools look with equal favor upon undergraduate majors in other social and behavioral sciences. Moreover, the acquisition of special skills by undergraduates in mathematics, statistics, or computers and/or the demonstration of a particular substantive expertise, such as urban planning, for example, often weigh in the candidate's favor. In any case, it goes without saying that those seeking admission to graduate school are expected to present outstanding undergraduate records.

Educational Preparation for a Political Science Career: Admission to Graduate School

The American Political Science Association publishes, biannually, *A Guide to Graduate Study in Political Science*, which is a useful source of information on the admission standards, programs, tuition, and fellowships of the various graduate schools of political science in the United States and Canada. Beyond this, any student seriously considering application to graduate school should seek extensive faculty counseling. He or she will need to learn which schools are particularly well regarded in the subfields of the discipline that are of interest. He or she will also need to know how each graduate school may influence his or her chances of future employment. A faculty advisor whom the student trusts is the best source of aid and comfort as the next stage of an educational career is contemplated.

The Job Market in Political Science

The job outlook for professional political scientists has not been very good in the past few years. With 75 percent of all political science Ph.D.s employed by educational institutions, the job market has been related to the growth and expansion of colleges and universities. In the 1980s there is still little growth anticipated; in fact there will be a reduction in hiring levels. With undergraduate enrollments declining and with research money becoming scarce, many political science departments are, in fact, filling only those slots that become vacant. These positions are far from numerous. However, there will continue to be a demand for bright, well trained Ph.D.s. And, academic employment opportunities vary by field of specialization; political scientists in the fields of American government, methodology, public administration and public policy fare better in this job market. In the short run graduate departments and students have become aware of the limitations on academic employment, and there has been increasing activity on behalf of finding nonacademic professional employment in government and in the private sector.

And, it is the expectation of the American Political Science Association that public and private organizations will need more professionally trained analysts and administrators and that as these fields absorb a higher percentage of the profession, more jobs will become available to those holding Ph.D.s in political science. The Association has a publication on nonacademic careers, *Alternative Careers for Political Scientists*, and the Association's Committee of Applied Political Scientists is gathering additional information about such careers and the skills, training and job-hunting strategies useful to political scientists seeking them.

Finally, the academic marketplace will begin to improve in the mid-1990s because of faculty retirements and an increase in undergraduate enrollment.

College teaching is an important profession for political science Ph.D.s.

The Avocational Uses of Political Science

Those who consider majoring in political science normally share a deep interest in the political aspect of our society. Most students of government are fascinated by the struggle to obtain power; often they have strong beliefs about contemporary politics. And usually those trained in political science retain these interests throughout their lives.

As a general proposition, most political science majors do not become professional political scientists. They go on into various careers such as those which have been discussed in this pamphlet. Their undergraduate education should serve them well in their professional lives. These students should also realize, however, that their political science training can open doors for them into activities that can be most rewarding on a voluntary or part-time basis.

One obvious avocational use of political science training is in applied politics. The American political parties are dependent on enormous numbers of people who are able and willing to staff local organizations, to manage campaigns, to canvass voters, and to organize finance drives. The possible significance of these jobs is now increasing several times over as the major political parties struggle to democratize their internal politics. In fact, participation in the very process of party reform—from the inside—can often be of the greatest interest to those conversant with political analysis.

A second area in which political science majors may find considerable satisfaction is in the area of community organization, or organizing activities in general. The politics of the eighties with its focus on environmental issues, local planning issues, school-integration issues, and local political reform are going to be shaped to a large extent by the locally organized groups who understand the political process in general and who can deal with the effective pressure points of the political system in particular. A well-trained political science student can be a valued asset to such groups. These assertions can also be made about the value of political science training to those interested in organizing particular groups of minority populations or in organizing women's political groups. (*Periodicals on Public Interest Organizations—A Citizen's Guide* is a reference to many publications of public interest action organizations. This *Guide* can be ordered from the Commission for the Advancement of Public Interest Organizations, 1875 Connecticut Avenue NW, Washington, DC 20009.)

A third way to use political science training on a volunteer or part-time basis is to work with the various "good government" groups of the community. The League of Women Voters, Common Cause, and their local and community equivalents will often provide encouragement, and a good forum for investigative research in politics and policy issues. The number of topics which every community needs to have competently researched is almost endless.

Finally, it should be noted that there are a wide variety of elected and appointed political offices, particularly at the local level, which are not full-time occupations. Many city councilmen, school board members, aldermen, and members

of reform commissions are persons who have other occupations in business, the law or the home. People who are interested in political science often prove to be those who are desirous of serving in these types of positions. Although these jobs are usually low-paying and part-time, they do provide an individual with direct access to the political system, and give a person an opportunity to directly effect policy decisions.

In the 1980s, in what is coming to be called the post-industrial society, many people are going to have "full-time" jobs that amount to only thirty or so hours a week; many people are going to work four-day work weeks; and many people are going to have jobs that are quite routinized. A student looking realistically into this future might wish to give serious thought to structuring his or her education so that it will lead into avocational activities that can add a satisfying dimension to this type of life. Political science training is, in this context, one obvious route to take in such a broadening educational process.